

4 = Outstanding
 3 = Very Good
 2 = Acceptable
 1 = Limitations
 0 = Serious Limitations

EVALUATION FORM

3041 - Tranquillity Branch Library

Overall Rating

4

Ratings Summary

<i>BOND ACT CRITERIA</i>	<i>RATING</i>	
Population Growth		196%
Age and Condition	4	
Needs of residents/response of proposed project to needs	3	
Plan of service integrates appropriate technology	4	
Appropriateness of site	4	
Financial capacity (new libraries only)		yes

Non-Evaluative Comments

None.

Project Summary

<i>Applicant:</i>	Fresno, County of
<i>Library Jurisdiction:</i>	Fresno County Public Library
<i>Project Type/Priority</i>	New Construction of Library/1
<i>Project Square Footage:</i>	3,484
<i>State Grant Request:</i>	\$1,220,172

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Age and Condition of Existing Library

Regulatory Basis: 20440, Appendices 1 & 3

RATING

4

Age Rating

4 = No Existing Facility
 4 = 1949 or older
 3 = 1950-1959
 2 = 1960-1964
 1 = 1965-1974
 0 = 1975-2003

R1	R2	R3
4	4	4

Structural Renovation Rating

4 = No Renovation
 4 = 1954 & earlier
 3 = 1955-1962
 2 = 1963-1972
 1 = 1973-1978
 0 = 1979-2003

R1	R2	R3
4	4	4

4 = Extremely Poor Condition
 3 = Poor condition
 2 = Acceptable condition
 1 = Good condition
 0 = Very good condition

Condition of Existing Library

1. Structural
 2. Lighting
 3. Energy
 4. Health & Safety
 5. ADA
 6. Acoustical
 7. Flexibility
 8. Spatial Relationships
 9. Site Considerations

R1	R2	R3
4	4	4
3	4	4
4	4	4
4	4	4
4	4	4
3	4	4
4	4	4
2	3	3
2	3	3

Rating panel comments

Library construction date: 1912
 Library renovation date: None

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3041 - Tranquillity Branch Library

R1:

The existing library, built in 1911, is 540 square feet in size. The building is in poor physical condition. The roof leaks. Electrical wiring is inadequate. Neither the gas-fired space heater nor the swamp cooler that serve as the building HVAC systems is effective. The flooring is chipped, but has not been repaired due to extensive asbestos abatement that would be triggered by remodeling work. The building is completely hemmed in by adjacent structures. There is no second means of egress. Neither the entrance nor the restroom is ADA compliant; the public space is one undifferentiated box, so conversations or noise in any portion of the space are audible throughout the facility. There is no opportunity for quiet reading or study. There are no opportunities for flexibility or expandability in the existing library. While the collections are arranged logically around the perimeter of the space, furniture and equipment have been located where space can be found. Glazing is single pane windows. Bare fluorescent lighting fixtures hanging from the ceiling provide harsh and uneven light. Water leaks have intruded into the interior through the roof and walls, creating the potential for mold. There is no security system installed in the building. The facility is not ADA compliant. The library is centrally located within the community, which allows a substantial percentage of the population to walk to the library.

R2:

This extremely smallish 1911 structure is ready for demolition. It is characterized by a leaky roof and porous floor, an inefficient gas floor heater, inadequate wiring, uneven temperature control due to old, overburdened systems, and ADA compliance problems. The building is situated in a manner that it is hemmed in by adjacent structures. There is no means of egress, and repair of a chipped floor (safety hazard) is prohibited by the triggering of asbestos abatement. The brick used to construct the library renders any renovations or alterations very difficult.

R3:

This brick 1911 leased structure is lucky it is not condemned at this point. The structure is made of wood that is simply no longer structurally sound. The roof leaks, the floor leaks, the floor which sits on the ground has ant problems, the floor can't be fixed without full asbestos abatement of the area, the single stall bathroom was jury-rigged to allow a new toilet to be installed, the one gas fired floor heater can't heat the area, the one air conditioner can't cool the building so in the summer hours are changed to fit the weather conditions, shelves are home made wooden ones, uneven floors present tripping issues for young and old alike. This building is not fit to for the job it is trying to do.

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Needs and Response to Needs

Regulatory Basis: 20440 pp. 26, 27, 60-69

RATING

3

Community Library Needs Assessment

1. Methodology & community involvement.
2. Community analysis/community agencies & organizations, service area demographics
3. Analysis of service needs/consistency with demographics
4. Service limitations for existing facility (if applicable)
5. Space needs assessment
6. Executive summary includes description of K-12 student population and their needs

R1	R2	R3
3	2	3
3	2	3
2	2	3
4	4	4
3	3	4
3	3	3

Library Plan of Service

7. How well project responds to needs of residents
8. How well project responds to needs of K-12 students as expressed in Needs Assessment
9. How well mission, roles, goals, objectives, service indicators are documented
10. How well types of services are documented
11. How well types of K-12 services are documented
12. How project fits into jurisdiction-wide Plan of Service

R1	R2	R3
3	3	4
3	4	4
3	3	4
4	4	4
3	4	4
3	3	3

Library Building Program

13. How well Building Program implements Plan of Service.
14. How well Building Program documents general requirements for Library Building.
15. How well spatial relationships are described.
16. How well individual spaces are sized and described.

R1	R2	R3
4	4	4
3	4	4
4	4	4
4	4	3

Conceptual Plans

17. How well net-assignable SF on plan matches Building Program
18. How well non-assignable SF on plan matches Building Program
19. How well spatial relationships on plan match Building Program

R1	R2	R3
4	4	4
4	4	4
4	4	4

Joint Use Cooperative Agreement

20. How well roles & responsibilities are defined.
21. How clearly joint library services are described.
22. Appropriateness, adequacy, reasonableness of hours of service.
23. Appropriateness, adequacy, reasonableness of staffing/volunteers.
24. How well ownership issues are resolved
25. Appropriateness, adequacy, reasonableness of sources & uses of funding
26. Appropriateness, adequacy, reasonableness of review & modification process
27. How well agreement demonstrates a workable, mutually beneficial long-term partnership.

R1	R2	R3
2	3	3
3	4	4
2	3	3
3	2	3
3	2	2
2	2	2
3	4	4
3	3	3

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Rating Panel Comments

R1:

NEEDS ASSESSMENT:

The applicant utilized a variety of techniques to gather input from the community of Tranquillity, a rural community in an unincorporated portion of Fresno County which has a projected increase in population of 127% by 2020. The following methodologies were used: 4 town meetings held between June and October 2003; 4 focus groups held in October 2003 for parents, educators, businesses, seniors, library staff; a community survey (available in English and Spanish) developed by the Business Council; 1998, 2003 surveys by Godbe Research that were intended to improve library service needs. Results of the methodologies are included in an appendix however, there was limited analysis of the findings. The first priority from the community was homework assistance for students in grades 7-12. Did an excellent job at describing the service limitations in the current 500+ sq. ft. leased facility. Did a very good job at describing the community in which: 35% of the population is under 19 years of age; 57.9% is Hispanic; 79.3% of the elementary school population and 93.8% of the high school population is Hispanic.

PLAN OF SERVICE

There were 6 service responses which were translated into 4 goals which were client-centered. Objectives were not measurable and service indicators were not client-centered. The proposed Homework Center will be situated in a meeting room which seems to be larger than the public service area. There may be potential scheduling conflicts with the room being used for meetings, homework assistance, and literacy activities since the library is scheduled to be open 5 days per week for 20 hours per week. The homework center, which is aimed at K-12, may provide usage issues for teens who do not like to be identified with children.

BUILDING PROGRAM

Proposed location of the children's area (near the adult and YA areas) may pose challenges for all three client groups. The center is not close to the the service desk and the materials.

An very good general requirements section both in terms of comprehensiveness and detail.

An excellent description of the library's spatial relationships both in narrative and graphic form.

Outstanding and extremely well detailed space descriptions that appear to be appropriately sized. The main concern for this project is that the program calls for an extremely low number of collection holdings.

CONCEPTUAL PLANS

The floor plan provides 2,687 net assignable square footage for the floor, or 77% of the 3,484 gross square footage, and the building program requires 2,613 net assignable square footage for floor, or 75% of the gross square footage. There is a significant difference in net assignable square footages in two program spaces between the floor plan and the building program:

AV Collection and Seating, 50 sq ft. more than program requirement, or a 16% surplus in square footage.

Staff Workroom, 57 sq ft. less than program requirement, or a 17% deficit in square footage.

The plan has met program net assignable square footage requirements in an exceptional manner for both assignable and non-assignable square footage.

Except for two isolated instances, the spatial relationships illustrated on the floor plan match exceptionally well those defined in the building program:

Multi-Media Periodicals is not away from Meeting Room. (BP 8-50)

Young Adult/Adult area is close, but not adjacent to the Service Desk. (BP 8-56)

JOINT USE AGREEMENT

Roles and responsibilities between the partnering parties are clearly stated and defined. The intended audience of the Homework Center is K-12, however in the needs assessment, the priority was for students in grades 7-12. The proposed Family Literacy Center seems to be more of an umbrella for programming and there are no designated hours. The hours of the Homework Center are 3:30-6:00 p.m. M-TH with weekend and vacation use of the facility scheduled upon request. Staffing levels are not clearly delineated, relying heavily on volunteers. Funding specifics are not included nor is there any indication of in-kind support from either of the parties. The review and modification process will be done on a quarterly basis and the group will also include a parent. Evaluation

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3041 - Tranquillity Branch Library

parties. The review and modification process will be done on a quarterly basis and the group will also include a parent. Evaluation plan needs to be established before the service starts so that there can be a baseline established rather than waiting to develop an evaluation component during the first year as has been stated in the agreement. This partnering effort has the makings of a continuing relationship that will assist the local residents.

R2: NEEDS ASSESSMENT

The needs assessment is dependent on county-wide surveys of 1998 and 2003 relating to funding measure support and awareness of the results of the successful funding measure, an education/training needs survey in the Tranquillity area, 4 townhall meetings with a total of 52 participants from the general public, and 4 focus groups for a total of another 15 persons. Included in the appendix but not, apparently, cited in the text, was results of a set of I-5 Business Development Corridor focus groups on a variety of education, training, and social/medical services topics; per the appendix, no one attended the Tranquillity meeting. The attempts do not seem very specific to library services nor successful in reaching a large cross-section of the community. In this small, rural area, however, the effort was probably adequate to yield information on some very basic library service needs of the general population. The community analysis was adequate for this small area, including a very good demographic analysis, a good analysis of local and regional governmental agencies, a limited discussion of local public schools (no description of their library resources nor library needs), and extremely limited discussion of community organizations with the only library service need identified as meeting space, and no connections drawn between the excellent definition of community characteristics and their potential impacts on library services to be provided from the new facility. The needs analysis documented a basic set of library needs for a small, poor, rural, largely Spanish-speaking population. Almost no connections back to any of the needs assessment results were made throughout, simply assertions of need. There is little doubt that the improvements defined would significantly improve library service to this area; whether or not these are the most responsive to the predominant number of people in the community is not really shown. Clearly the 92 year old, 540 square foot facility must be replaced; they provide an excellent word and visual account of the service problems involved. Collection allocations seem a little heavy for children's materials at 54% of the collection and less than 20% of the population and a little light for Spanish at 22% of the collection and 58% of the population. Although page 49 indicates space allocation for the 4 general use computers is at 40 square feet each, the chart on page 47 implies only 21 square feet per computer. Rationales for other allocations seem realistic.

PLAN OF SERVICE

The goals are certainly user-centered although the objectives are library-centered and not generally measurable and none of the service indicators is outcomes-based. Still, together, they define a project that is certainly responsive to the demographics and the input received during the needs assessment process, and which clearly addresses the regional issues for their clientele, such as potential unemployment because of the agricultural land retirement program. The only concern is that, given the seeming lack of much needs assessment input from the large population of Hispanic workers they are trying to support, the solutions they are proposing may not be the ones this clientele will use. Between the descriptions found in the individual objectives and those in the Services and Implementation section, the types of services planned are very clearly defined. While the jurisdiction-wide "fit" section does provide some text regarding how Tranquillity helps fulfill the county-wide plan of service, most of it describes only how Tranquillity will benefit from system-wide.

BUILDING PROGRAM

All elements of the plan of service are extremely well supported by the building program which seems clearly and thoroughly documented for this small, rural facility. Not included in the building program is any mention of the Family Literacy Center called for in the plan of service; however, the joint use agreement seems to imply that no real "center" is expected to be a physical presence for this function but only a number of services that can be found in various parts of the library, so the building program does, apparently, implement this function correctly. The general requirements cover all elements with an excellent combination of specifics re known elements about this site, facility, and environment and broader requirements needed to provide basic guidance for development of good library facility design. The only issue which probably should be addressed is the continuing reference to specifics in the "Library Division" section, which does not seem to exist. Presumably this is actually referring to space descriptions in the Divisions and Space Section. Also, the reference to Electric within the Library Division Section on the middle of page 5-13 should, presumably, be changed to Telecommunications, as there is no separate Electric section in any space description. The spatial relationships are generally outstanding and consistent. The only question for their further consideration is whether they really want the Children's area in proximity to the Adult/YA area. Some additional Away relationships might also be considered. Spaces are quite well sized and described. with excellent detail for ADA access issues in each space and effective treatment of telecommunications issues. two

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3041 - Tranquillity Branch Library

described, with excellent detail for ADA access issues in each space and effective treatment of telecommunications issues, two difficult areas of definition.

CONCEPTUAL PLANS

Net-assignable space on the plans matches the building program extremely well.

Non-assignable space on the plans matches what was called for in the building program extremely well.

The conceptual plan meets the spatial relationships called for in the building program exceptionally well with a few exceptions:

The Multi-Media/Periodicals area is not away from the Meeting Room as called for in the building program.

The Adult/Young Adult area is not adjacent to the service desk, but it is close.

This is a nicely done small library and the architect should be commended for meeting so many of the program's spatial requirements. While it is understandable given the small size of the library, it is unfortunately that the Children's area could not be somewhat cloistered from the rest of the adult library space in the facility to cut down on noise and distractions.

JOINT USE AGREEMENT

The roles, responsibilities and joint library services are clearly defined and include significant contributions from both parties (though considerably more from the county than the district), and these services should be extremely useful for the K-12 population. The Homework Center seems actively supported by paid and volunteer staffing. The Family Literacy Center, however, seems to be more a self-serve operation, with a collection housed somewhere in the library and programs, classes, and forums to be conducted at various times throughout the year. Thus the hours of service for the Family Literacy Center are really unspecified and ad hoc. The hours of service for the Homework Center (M-Th 3:30-6:00) are very good for this limited-service branch. They hope to cover weekend and summer hours with volunteers which are specifically defined for this purpose. In addition to volunteers, 10 hours per week during the school year is committed to by the district and specific classifications are defined for the library as a whole by the county, but no FTE count is provided. The plan of service specifies these staffing levels to be 12 hours/week Librarian, 10 hours/week Library Assistant, and 8 hours/week Library Aide, but these numbers are not committed to in this agreement. Ownership is covered in very brief fashion, with no indication of ownership of the items (materials for the most part) the district contributes; per this agreement, their ownership, presumably, goes to the county. No specific support levels are committed to nor estimated, but the overall contributions described should result in adequate support for the services. The review and modification process is quarterly in year 1, semi-annually after that, with user input from "at least one parent volunteer" and formal processing of all comments received from the public regarding the service. This will probably result in a reasonable, long-term partnership with most of the benefits clearly accruing to the district and its students.

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EVALUATION FORM

3041 - Tranquillity Branch Library

R3:

NEEDS ASSESSMENT

The needs assessment process used a variety of mechanisms to gather input from the residents of the service area, including two community-wide surveys (1998 and 2000) -- both bilingual; focus groups; town hall meetings; and community and staff interviews. The joint use aspect of the project does not appear to be an outgrowth of the needs assessment; discussions concerning joint venture services were initiated by the library to see what joint venture services would benefit students. The community analysis is well done with the exception that no library service needs are indicated for community organizations, except for the need for a place to gather and a meeting room. Statistics are clearly presented and discussed, providing clear, insightful analysis of the community. The document demonstrates a thorough knowledge and understanding of the community to be served. Service limitations of the current facility are demonstrated both in the service limitation section and in the overview of current services. The space needs assessment begins by looking at both the standards established by the library system and other published standard, and then tailors them to the specific community needs, providing logical, well-considered rationale.

PLAN OF SERVICE

The service plan responds fully to the needs assessment findings, encompassing virtually all identified needs. Spanish-language materials will be provided for adults and children, and bilingual staff and volunteers will be available. Most service indicators do not include a qualitative measure, which is an important component to ensure that user needs are being met. "Resident" staff will be assisted by library system staff for programming and training activities. The library will be open 5 days and 20 hours per week, including Saturday. Of concern is that providing a dual purpose meeting room/homework center may lead to scheduling conflicts. Providing a single homework center that all grades from kindergarten through 12th grade will cohabitate will be a challenge. According to the service plan, the meeting room will be available only 20% of the library's open hours; it will be reserved and serve as the homework center the majority of the time (80%). This will reduce the flexibility of the meeting room and appears to force classes and literacy activities to be scheduled outside the library hours. The planned services appear to be very responsive to the community needs, and it may be that two separate spaces need to be provided to accommodate them. As well as addressing the jurisdiction-wide fit of the proposed library in a separate section, references are made throughout the service plan that demonstrate the roles of the system in supporting branch patrons.

BUILDING PROGRAM

The general requirements section is very thorough, including items specific both to libraries in general, as well as to this library in specific. Spatial relationships are clearly described and logical, and a visual diagram is also provided. In general the individual space sheets are well done, but some functional activities lack detail that would be helpful to the design team (e.g., the description for the service desk, which is to be the only service desk for the library, describes only circulation activities -- no reference or children's assistance; the description of the computer area, which is a significant service for the library, is very brief; no description of the homework center function of the meeting room, which will be the dominant use of the room.). The need to have access to the meeting room when the library is closed and to have an outdoor programming area adjacent to the meeting room, requiring a separate entrance is mentioned several times in the earlier planning documents. The use of the room during non-library hours is mentioned only in the space sheet for the library entrance, not in the meeting room space sheet. There is no indication of a separate entrance or adjacent outdoor programming space.

CONCEPTUAL PLANS

The net assignable SF is accurately transferred from the building program to the plan. The data table on the plan is clear and matches the data in the individual program spaces. The actual SF does go up by 74 SF in appropriate places. It is easy to use and extremely well done.

The net non-assignable is planned at 25% but is actually delivered at 23% in an efficient plan.

This is a small branch library, yet even in this small space the building program relations are delivered extremely well. Some of the away relations are hard to get in such a small facility. The meeting room dual function is well displayed. Overall it is an extremely well thought out plan.

JOINT USE AGREEMENT

The joint venture services and responsibilities of each party are clearly delineated. The agreement indicates proposed hours of service (20), which include service until 6:00 p.m. Monday through Thursday and on Saturday. The actual hours of service are to be determined "in collaboration with Jackson District officers and the community." The homework center is to be open Monday through

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3041 - Tranquillity Branch Library

service (20), which include service until 6:00 p.m. Monday through Thursday and on Saturday. The actual hours of service are to be determined "in collaboration with [school] District advisors and the community." The homework center is to be open Monday through Thursday from 3:30 to 6:00 (closing). Although weekend homework assistance hours were indicated in the needs assessment, none are to be routinely scheduled. Staffing will be provided by both parties, although the number of staff hours is not clear. The county is to provide two part-time staff members and school district is to provide two part-time instructional staff, but the number of hours they will work is not indicated. The agreement is clear that the school district staff will devote their time to the joint venture services, but it is not clear how many library staff hours, if any, will be devoted to them. The number of volunteers to be recruited and trained is specified, and it appears that they will carry the largest load for the day-to-day joint venture activities. The county and school district will collaborate to recruit and train the adult and/or high school volunteer tutors to staff the homework center, to be literacy tutors, and to staff the library during limited summer hours. In addition, school district staff will be cross-trained so that they may assist with public library operations. Funding is mentioned in terms of providing overall operation, materials, staffing, and maintenance. While no specific budget amounts are indicated, all critical areas covered, and it's clear that there is an intent to fund the services at the levels discussed in the agreement. Review and modification will be conducted quarterly during first year, and biannually (every two years or twice a year?) after that and will include "at least one parent" in the process. However, waiting to develop the evaluation process until the first year of the service will result in the loss of essential information that could be used in assessing the services. The agreement also has a "shall" provision for on-going communication and the indication that either agency may initiate an advisory committee meeting. It appears that both the library and the school district will benefit from this partnership. By incorporating community volunteers, the agreement also describes a broader community partnership that will provide library services to the entire community.

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3041 - Tranquillity Branch Library

Integration of Electronic Technologies

RATING

4

Regulatory Basis: p.68, 20440, Appendix 4

Integration of Electronic Technologies

1. Appropriateness of electronic technologies in Plan of Service, based on Needs Assessment
2. How well the integration of electronic technologies is documented in Plan of Service
3. How well the integration of electronic technologies is documented in the Building Program

R1	R2	R3
4	4	4
4	4	4
3	4	3

Rating Panel Comments

R1:

Proposed technology services are responsive to needs identified by the community. There will be 8 OPACS, with 4 computer workstations in the Homework Center and 4 in the reference area. 90% of the families in this community do not have access to computers, so those in the library will be well used. An excellent relationship between service responses in the Plan of Service and the recommendations that are made in the technology report. There are plans for implementation of wireless access, which will address future technological advancements. The computers will be part of the jurisdiction's four year replacement schedule.

R2:

Technology planning is thorough, detailed, and includes excellent options for current needs, as well as realistic infrastructure to take advantage of future enhancements. This is clear, useful, and carefully tied to the individual pieces of the plan of service. The general requirements and space descriptions include outstanding electronic technology support for all elements of the plan of service in this small library facility. They are clear and extremely flexible in alerting the architect to areas where electronic technology decisions could easily change prior to building construction.

R3:

The need for technology to provide access to information is stressed throughout the planning documents. Since 90% of the families are without computers at home, the library will provide access for students and adults for a variety of purposes: homework research and support; improvement of job skills, resume writing, and job searching; and assistance in learning the English language. The technology planning includes the implementation of wireless access, and connectivity will be provided at each public seat. The plan of service demonstrates that technology is fully integrated throughout library services to augment their delivery. There is a Spanish-language version of the library's Web page, and electronic resources will also be available in Spanish. The data communications section of the general requirements section of the building program is very thorough, including provisions for wireless and future fiber optic cable. It also specifies that a data communications consultant who specializes in libraries be hired by the architectural firm in conjunction with the design process. In the main part of the library, public access computers are provided in a single area for all users (adult, children, and teens) and portable PCs will be available in the meeting room/homework center for student use.

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EVALUATION FORM

3041 - Tranquillity Branch Library

Site

RATING

4

Regulatory Basis: p.39, 20440, Appendix 1

Appropriateness of Site

1. Equal access for all residents in service area.
2. Accessibility via public transit.
3. Accessibility via pedestrian and bicycle.
4. Accessibility via automobile.
5. Adequacy of automobile parking.
6. Adequacy of bicycle parking.
7. Overall parking rationale.
8. Shared parking agreement (if applicable).
9. Visibility of site & proposed library building in service area
10. How well site fits community context & planning
11. Site selection process and summary.

R1	R2	R3
4	4	4
3	3	3
3	4	3
3	3	4
4	4	4
3	3	3
4	4	4
N/A		
3	3	3
4	4	4
4	3	4

Site Description

12. Adequacy of size of site.
13. Appropriateness of site configuration
14. Appropriateness of site/surrounding area.
15. Appropriateness of site based on placement of building, parking, access roads, pathways, expansion and parking.

R1	R2	R3
4	4	4
3	4	4
3	3	3
3	4	3

Rating Panel Comments

Drainage issues: OK

Geotechnical issues: There are no geotechnical issues which will significantly increase the costs of developing the site.

R1:

The proposed site is located on the southwest side of Williams St. between Anthony and Juanch Streets within the library service area in the unincorporated community of Tranquillity. The area surrounding the proposed location includes some small family-owned businesses including a mini mart, auto dealership, post office, and some residential areas. The new building would be the beginning of redevelopment in this community. The area is primarily agricultural with no major businesses, community activity centers or government services. There is one public transit stop that can be used to request pick up service. There are no bicycle paths and few existing sidewalks in this small rural community. Auto access is via James Road, the only major thoroughfare near the library. There is a high school and an elementary school within 2-4 blocks of the proposed facility. There are 27 on-site parking spaces (requirement is 26) and additional parking on the street for a total of 35 spaces. There are 12 bicycle parking spaces (not sheltered) that seem to be at the back of the building.

There was a real community effort in providing input for the proposed site.

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EVALUATION FORM

3041 - Tranquillity Branch Library

R2:

The library proposed library site is on the northern side of the library service area but it is centrally located with respect to the population in the service area.

The proposed site is located in the small unincorporated town of Tranquillity which is the only population center in an otherwise largely rural agricultural area. James Road (12 to 15 blocks from the library) is the only major thoroughfare near the library site (1,100 vehicles per day). The proposed library site will be near a mini-mart, auto dealership, post office, hardware store and two schools, all of which will be within easy walking distance to the library site.

There are 27 on-site parking spaces and 8 more on-street available to library patrons within 500' of the front entrance. There are 12 bike parking spaces, but they are not covered, visible from the public service desk or particularly near the front entrance to the building.

While the site is not located on a major thoroughfare, the facility will be highly visible in this community and probably the most prominent building in town.

Finding the location for the library appears to have been a full community effort with the Chamber of Commerce and Irrigation District getting involved along with community members and two town hall meetings as well as a school district meeting. The key criteria are listed, and while the application never indicates how many different sites were considered, it does appear that the proposed site is well located in the community. Also, the community views the library as the beginning of the redevelopment of the community.

The application indicates that there is room for a planned expansion of the building (but not shown on plan, although space exists for one) and the parking already meets the requirement of any future expansion to the library.

R3:

The Tranquillity Branch site is one block from James St., the principal street in Tranquillity, and 3 blocks from James's intersection with Colorado, the other major collector. It is quite central in this small community.

There is no intracommunity bus service; a bus stop is planned for a not-yet existing bus service. A sidewalk is included in the project; it will be one of the few in town. There are 12 bike slots, half at the main entry, half at the Meeting room / Homework Center entry; they are neither sheltered nor visible to staff supervision. Auto parking meets code, and there are additional street spaces.

Other community gathering places and commercial points are a block or more away (mini-mart; the Library will probably be visible from there); so although within the Tranquillity context, the Library will be a major feature, in terms of visual prominence, it is modest. The planning process included several community meetings, and when this site was proposed, it was accepted happily. The site and library is in response to genuine community needs. Library and County Public Works staff were appropriate for evaluating the site.

The site is 6X the footprint, with parking almost 3X the footprint! A larger footprint would still fit. The site is a reasonable rectangle, taking up the entire corner. As above, none of the other modest community services are at the corner where the site is, although none is very distant either within this small town. Conceivably a site closer to the schools or directly across from the mini-mart would be more appropriate, but that's a quibble. The site is certainly adequate, but the organization of the building's expansion, requiring moving the service desk and staff room, does not make sense.

4 = Outstanding
3 = Very Good
2 = Acceptable
1 = Limitations
0 = Serious Limitations

EVALUATION FORM

3041 - Tranquillity Branch Library

Financial Capacity

Regulatory Basis: Bond Act p. 5, Section 19998 (a) (7)

Rating Panel Comments:

Applicant has committed to the on-going operation of the completed library.